

Response Wanted:	Outcome Wanted:	Type Questions Utilized:
Factual Recall	Use this type of question when you want the learner to state specific information	"What is the distance of the Moon from the Earth?" The question is straight and to the point.
Interest-Arousing	This a good type of question to get learners back into the topic. Maybe the learners have drifted off and interest in the subject is not want the instructor wants it to be.	"If you were to going to the Moon from the Earth, how long would you be away from home?" The wording of this type of question makes it personal to the learners, it arouses their interest.
Canvassing	A canvassing question is a good way to put a question out to the whole class and encourage discussion amongst the learners.	<p>"How many of you would go to the Moon?"</p> <ul style="list-style-type: none"> • To hand raised: "Billy, I didn't think you liked to fly. Why would you want to go to the moon?" • To Hand not raised: "Mary, I see you didn't raise your hand. Why?"
Thought-Provoking:	This type of question generally asks a higher cognitive domain question that encourages higher learning.	"How fast would one need to travel to get to the Moon in two days?" This question asks math and physics, while still obtaining the factual recall question of the distance to the Moon.
Leading:	<ul style="list-style-type: none"> • A leading question leads the learners into the answer • Instructors need to be careful when using these questions. They are best suited with a follow up question such as... 	<ul style="list-style-type: none"> • "The Moon isn't too far for space travel based on current technological trends, is it?" The learner can assume the answer is no based on the wording of the question. • "Was the Moon considered to far based on 1966 technological abilities?"

Strategy	Description	Application
Demonstrate listening	Show students you are interested in their response. Initial responses maybe fragmented or disjointed as students grapple to clarify their ideas.	Use non-verbal signals such as facial expressions, a nod, eye contact, sitting forward
Sustain the question	Use probes that encourage the clarification, extension or elaboration of a response. Encourage a range of responses to the one question.	Does anyone ha a different opinion? Could you tell us a little more about that idea? Can you provide some evidence to support your point of view?
Allow wait time	Learn to be comfortable with the silences, so that wait time is extended. Tell students why you are waiting	Use affirmative non-verbal signals (such as a nod) that show engagement and provide encouragement.
Minimize feedback	Affirm student responses, but avoid excessive praise, which may silence alternative responses.	That's an interesting view. Yes, that's one way. Can anyone add to that? Thank you for that idea.
Vacate the floor	Redirect student responses or comments. Breaking the sequence makes students aware that talk doesn't always have to be directed through the teacher. This encourages student dialogue.	Would any one like to respond to that idea? What can you add to that response? How consistent is this response with your thinking?